



SAINT LOUIS
UNIVERSITY

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Core Curriculum

Department: n/a

College/School: School of Education

Person(s) Responsible for Implementing the Plan: Robert Cole, Ph.D.; Joseph Nichols; Ph.D.

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Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<p><i>What do you expect all students who complete the program to know, or be able to do?</i></p>	<p><i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i></p>	<p><i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i></p>	<p><i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i></p>
<p>Students will formulate arguments for ethical decision making that are informed by morals, values, and theological principles.</p>	<p><u>THEO 1000</u> Theological foundations.</p> <p><u>PHIL 1005</u> Introduction to philosophy.</p> <p><u>EDI 3840</u> Professional ethics.</p>	<p><u>Artifact (portfolio) (internal)</u> Ethics case study.</p>	<p>Assessment results are summarized and uploaded into the School of Education's data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p>

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<p>Students will use reflection to articulate their role serving others in educational contexts.</p>	<p><u>EDL 3892</u> Leadership and service seminar.</p>	<p><u>Missouri Educator Profile (external)</u> DESE required dispositions assessment. Must be taken before admission to teacher education program.</p> <p><u>Artifact (portfolio) (internal)</u> Leadership and service demonstration in senior inquiry project.</p>	<p>Assessment results are summarized and uploaded into the School of Education’s data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p> <p>Assessment results are shared with the academic advisor. The academic advisor uses data from the MEP to council studies about their program of study and communicates this information with program faculty.</p>
<p>Students will analyze educational problems and present solutions for solving those problems.</p>	<p><u>EDR 3891</u> Qualitative and quantitative methods in research.</p> <p><u>EDR 4970</u> Action research in education</p>	<p><u>Artifact (portfolio) (internal)</u> Action research project.</p>	<p>Assessment results are summarized and uploaded into the School of Education’s data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p>

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<p>Students will explain the role culture plays in educational settings and in the learning process.</p>	<p><u>EDF 3890</u> School and community</p> <p><u>EDI 3620</u> Cultural diversity in the classroom</p> <p><u>EDSP 4310</u> Education of the exceptional individual</p> <p><u>EDSP 4470/4480</u> Methods of inclusive classrooms</p>	<p><u>Missouri Educator Profile (external)</u> DESE required dispositions assessment. Must be taken before admission to teacher education program.</p> <p><u>Artifact (portfolio) (internal)</u> Cultural diversity project.</p>	<p>Assessment results are summarized and uploaded into the School of Education’s data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p> <p>Assessment results are shared with the academic advisor. The academic advisor uses data from the MEP to council studies about their program of study and communicates this information with program faculty.</p>
<p>Students will utilize technology to exchange information and share experiences in the context of teaching and learning.</p>	<p><u>COMM 1200</u> Introduction to public speaking</p> <p><u>ENGL 1900</u> Advanced strategies of rhetoric and research</p> <p><u>EDI 3893</u> Technological application for education professionals</p>	<p><u>Artifact (portfolio) (internal)</u> Technology application project.</p>	<p>Assessment results are summarized and uploaded into the School of Education’s data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p>

** The School of Education employs several other program assessment measures to evaluate the quality of our programming. Although these measures are not explicitly tied to the core curriculum's learning outcomes, they provide important feedback about a student's overall experience matriculating through the core. As such, these measures are key parts of our assessment system.

Focus groups

The undergraduate teacher education program conducts focus groups of program completers every semester. Although these focus groups ask students to discuss their overall experience in their program, students can talk about the core curriculum during these interviews.

End of program surveys

The School of Education collects a variety of end of program surveys. These surveys focus on coursework as well as the quality of auxiliary services such as advising, the deans office, etc.

Student evaluation of courses

We collect student evaluations after every course in the School of Education, including core courses. These surveys provide important information on a student's experience in specific courses which help us make decisions about whether or not the course is doing what is designed to do.

GPA admission requirements

As students matriculate through the core curriculum, they must have a minimum 2.75GPA to be admitted to a certification program.

- 1. It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

The School of Education collects and analyzes data on the core curriculum learning outcomes every year. The data from these assessment measures are collected from September 1-August 31. This data is summarized and uploaded into the School of Education's data dashboard

on a semester or yearly basis—depending on the nature of the data. The core curriculum program faculty review the data from these assessment measures on a yearly basis every fall semester.

The review and reporting process for this assessment plan is monitored by the School of Education’s assessment committee. Specifically, the Director of Undergraduate Teacher Education and the Director of Assessment are responsible for making sure this plan is implemented and that data-based program improvement decisions are made and used by faculty.

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

This question is not applicable to the School of Education’s core curriculum assessment plan.

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

The core curriculum assessment plan is reviewed in accordance with the School of Education’s accreditation and program review cycle. The School of Education’s assessment committee is responsible for reviewing and making changes to this assessment plan. The Director of Assessment is responsible for making sure the assessment committee monitors and reviews this plan at the appropriate time.

b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

Student input is gathered through focus groups. We ask students a variety of questions about their experiences in the program, what we can do to change our programming, etc.

c. What external sources were consulted in the development of this assessment plan?

The following external sources were consulted when making this plan:

- Missouri Department of Elementary and Secondary Education’s assessment system.
- Missouri Department of Elementary and Secondary Education’s standards for teacher preparation programs.
- Saint Louis University’s assessment planning materials and learning outcomes.

- Council for Accreditation on Educator Preparation's standards for accrediting teacher preparation programs and the organizations white papers and resources.

d. Assessment of the manageability of the plan in relation to departmental resources and personnel.

The School of Education has the departmental resources and personnel to manage this plan. We have a full-time Director of Assessment as well as an assessment governing committee.